

Course Completion Gap Closed for Black Students and Gap in Passing Courses Closed for Pell-Eligible Students Taught by ACUE Faculty at Broward College

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Students more likely to complete and pass their courses, with Black and low-income students achieving outcomes comparable with their peers, when taught by ACUE faculty

At Broward College, two cohorts of faculty completed the ACUE course in Effective Teaching Practices during the 2017–2018 academic year, and three additional cohorts of faculty completed the ACUE course during the 2018–2019 academic year. Course outcomes were analyzed for the 42,777 non-unique enrollments of students taught by the faculty in the first set of cohorts, and 56,022 non-unique enrollments of students taught by the faculty in the second set of cohorts, along with all enrollments from sections of the same courses that were taught by non-ACUE instructors. Both sets of analyses found that course completion and passing improved more for students of ACUE faculty compared to students in matched sections. In addition, for the inaugural cohorts, the student impact was larger for Pell-eligible students, and for the second set of cohorts, the student impact was larger for Black students.

Key Findings

2017–2018 Cohorts

Completing Courses:

- Students' likelihood of completing courses improved from the baseline period to the years after the faculty completed the ACUE course across the entire sample, and **the improvement was significantly larger among students of ACUE faculty**, $p < .001$, $OR = 1.21$.
- Students of ACUE faculty were 1.34 times more likely to complete their courses during the years after faculty completed the ACUE course compared to students of the same faculty at baseline, $p < .001$.
- Students in matched sections were 1.14 times more likely to complete their courses during the post-ACUE time period compared to students in matched sections at baseline, $p < .001$.
- These results indicate that controlling for faculty and student demographics and the overall improvements that occurred at Broward, an additional 207 students completed their courses than would have otherwise.
- Results show that the **impact of the ACUE course on completing courses is significantly larger for Pell-eligible students**, $p = .010$, $OR = 1.26$.
- Pell-eligible students of ACUE faculty were 1.52 times more likely to complete their courses during the years after faculty completed the ACUE course compared to Pell-eligible students of the same faculty at baseline, $p < .001$.

Passing Courses:

- Students' likelihood of passing courses improved from the baseline period to the years after the faculty completed the ACUE course across the entire sample, and **the improvement was significantly larger among students of ACUE faculty**, $p < .001$, $OR = 1.13$.
- Students of ACUE faculty were 1.12 times more likely to pass their courses during the years after faculty completed the ACUE course compared to students of the same faculty at baseline, $p < .001$.
- Students in matched sections were 1.06 times more likely to pass their courses during the post-ACUE time period compared to students in matched sections at baseline, $p < .001$.
- These results indicate that controlling for faculty and student demographics and the overall improvements that occurred at Broward, an additional 258 students passed their courses than would have otherwise.
- Results show that the **impact of the ACUE course on passing courses is significantly larger for Pell-eligible students**, $p = .047$, $OR = 1.13$.
- Pell-eligible students of ACUE faculty were 1.21 times more likely to pass their courses during the years after faculty completed the ACUE course compared to Pell-eligible students of the same faculty at baseline, $p < .001$.
- Furthermore, among students of ACUE faculty, **the gap in likelihood of passing courses between Pell-eligible and non-Pell-eligible students was eliminated**, from Pell-eligible students being 1.10 times less likely to pass their courses at baseline, $p = .042$, to Pell-eligible students being just as likely to pass their courses compared to non-eligible students of the same faculty after the ACUE course, $p = .980$.

Key Findings

2018–2019 Cohorts

Completing Courses:

- Students' likelihood of completing courses improved from the baseline period to the year in which faculty completed the ACUE course across the entire sample, and **the improvement was marginally larger among students of ACUE faculty**, $p = .063$, $OR = 1.07$.
- Students of ACUE faculty were 1.11 times more likely to complete their courses during the year in which faculty completed the ACUE course compared to students of the same faculty at baseline, $p = .003$.
- Students in matched sections were 1.03 times more likely to complete their courses during the ACUE time period compared to students in matched sections at baseline, $p = .014$.
- These results indicate that controlling for faculty and student demographics and the overall improvements that occurred at Broward, an additional 75 students completed their courses than would have otherwise.
- Results show that the **impact of the ACUE course on completing courses is significantly larger for Black students**, $p = .018$, $OR = 1.29$, compared to White students.
- Black students of ACUE faculty were 1.15 times more likely to complete their courses during the year in which faculty completed the ACUE course compared to Black students of the same faculty at baseline, $p = .016$.
- Furthermore, among students of ACUE faculty, **the gap in likelihood of completing courses between Black and White students was eliminated**, from Black students being 1.17 times less likely to complete their courses at baseline compared to White students, $p = .002$, to Black students being just as likely to complete their courses compared to White students of the same faculty during the ACUE course, $p = .935$.

Passing Courses:

- **The improvement in likelihood of passing courses from the baseline period to the year in which faculty completed the ACUE course was significantly larger among students of ACUE faculty**, $p = .002$, $OR = 1.08$.
- Students of ACUE faculty were 1.12 times more likely to pass their courses during the year in which faculty completed the ACUE course compared to students of the same faculty at baseline, $p < .001$.
- Students in matched sections were similarly likely to complete their courses during the ACUE time period compared to students in matched sections at baseline, $p = .247$, $OR = 1.01$.
- These results indicate that controlling for faculty and student demographics and the overall improvements that occurred at Broward, an additional 177 students passed their courses than would have otherwise.
- Results show that **the impact of the ACUE course on passing courses is significantly larger for Black students**, $p = .027$, $OR = 1.17$, compared to White students.
- Black students of ACUE faculty were 1.14 times more likely to pass their courses during the year in which faculty completed the ACUE course compared to Black students of the same faculty at baseline, $p = .002$.
- Furthermore, among students of ACUE faculty, **the gap in likelihood of passing courses between Black and White students was cut in half**, from Black students being 1.46 times less likely to pass their courses compared to White students at baseline, $p < .001$, to Black students being 1.23 times less likely to pass their courses compared to White students of the same faculty during the ACUE course, $p = .001$.

Methodology

Course data were analyzed at the student enrollment level for each set of cohorts separately. For the 2017–2018 cohorts, this included 15,231 non-unique student enrollments from 669 sections taught by ACUE faculty and 194,295 non-unique student enrollments from 7,848 matched sections during the baseline time period (fall 2015–spring 2017), 11,463 non-unique student enrollments from 470 sections taught by ACUE faculty and 110,841 non-unique student enrollments from 4,357 matched sections during the ACUE course (fall 2017–spring 2018), and 16,083 non-unique student enrollments from 648 sections taught by ACUE faculty and 156,699 non-unique student enrollments from 5,914 matched sections during the post-ACUE time period (fall 2018–session II spring 2020, courses completed by March 1 only). For the 2018–2019 cohorts, this included 40,757 non-unique student enrollments from 1,801 sections taught by ACUE faculty and 389,198 non-unique student enrollments from 15,893 matched sections during the baseline time period (fall 2015–spring 2018) and 15,265 non-unique student enrollments from 639 sections taught by ACUE faculty and 117,988 non-unique student enrollments from 4,497 matched sections during the ACUE course (fall 2018–spring 2019).

Analyses controlled for faculty position and the student demographics of race/ethnicity, gender, Pell eligibility, college generational status, international student status, age, and credits earned to date. In the 2017–2018 cohorts sample, 35% of the 112,697 unique students were Black and 51% were Pell eligible during at least one of the semesters for which their data was included. In the 2018–2019 cohorts sample, 36% of the 110,813 unique students were Black and 50% were Pell eligible during at least one of the semesters for which their data was included.